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ABSTRACT

The conference described in these proceedings was designed to bring regional parent education program (PEP) personnel from six states together to plan and improve networks and linkages among PEP workers. Twenty-nine persons from four levels of parent education/involvement attended the two day conference and worked in four groups on specified topics. Group work focused on identifying existing PEP networks, increasing PEP networks, identifying linking agents, and assessing the range of diversity in PEPs. Conferees evaluated the conference and presented a plan of action for each topic explored. Plans of action and conclusions from small group work as well as conference evaluation information are presented in detail. A list of conference participants, a glossary of working definitions, the conference agenda and evaluation forms are appended. (Author/RH)

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PROCEEDINGS FROM A WORKING CONFERENCE

"Ways of Maximizing Parent Education Program Linkages"

November 16-17, 1978

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PARENTING RESOURCES IMPLEMENTATION MODEL (PRIMO) PROJECT

DIVISION OF COMMUNITY AND FAMILY EDUCATION

SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY

AUSTIN, TEXAS

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MAR 3 1 1980

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KEYNOTE SPEAKER

The Honorable Wilhelmina Delco

CONFERENCE EVALUATOR

Dr. Mary Lou Serafine

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I. INTRODUCTION

The Parenting Resources Implementation Model (PRIMO), project of the Southwest Educational Development Laboratory (SEDL), held a conference entitled "Ways of Maximizing Parent Education Program Linkages" on November 16-17, 1978 at SEDL in Austin, Texas. Project PRIMO posited this conference would be an important step toward initiating institutional linkage mechanisms which would facilitate the development of local and regional working relationships with parent education providers, thus allowing for a more effective response to regional needs by Project PRIMO and the Southwest Parent Education Resource Center when established.

The goal of this conference was to bring together persons who were associated with parent education programs for the purpose of discussing, proposing, and developing a set of specifications for a plan of action designed to increase communication and information exchange among and between parent education programs in the SEDL six-state region. A total of 25 persons from the region attended the working conference. They were divided into four groups and assigned specific tasks/activities to complete that were related to the conference's overall goal.

This goal was to be accomplished by means of five specific objectives. They were as follows:

1. Identification - To identify (a) existing parent education program (PEP) linkages and networks, (b) efforts for increasing PEP linkages and networks, (c) various PEP linkage agents, and (d) the range of diversity among PEP's.
2. Problems - To develop lists of problems associated with each of the four areas (a-d) stated in Objective 1.

3. Strategies - To create sets of strategies designed to help resolve the problems found in each of the four lists referenced in Objective 2.

4. Evaluation - To propose, then list ways of evaluating each of the stragegies from the four sets created with respect to Objective 3.

5. Specifications for Plan - To propose, then draft a written set of specifications designed to help maximize the effectiveness of PEPs through building an increased set of linkages.

The conferees met for two days and worked diligently in both small and large groups to complete their tasks. Every attempt was made to ensure that each small group (four altogether) had a reasonable mix with regard to sex, race and state representation. Each of the four (4) groups used the same set of five objectives to deal with the area of focus assigned to them. The focal areas of each group were as follows:

Group 1 - "Existing PEP Networks"

Group 2 - "Increasing PEP Networks"

Group 3 - "Linking Agents"

Group 4 - "Diversity in PEPs"

A set of related questions with respect to the group's focus area was also provided as a guide to the kinds of issues which needed to be dealt with through discussion and suggested action. At the culmination of conference activities, two important events occured. First, the conferees provided an evaluation of the conference and second, each group presented, orally and in writing, its plan of action regarding the assigned area of focus. These two features were considered crucial to the success of the conference.

II. PROCEDURES

Project PRIMO selected participants for the conference who would represent four levels of parent education involvement. The four levels were: (1) State Department of Education, (2) Governor or State Legislative Office, (3) Parent Education Program (Director, Coordinator, etc.) and (4) parent. The ideal combination was to have one person from each level for the six states.

SEDL's Regional Planning Director and Regional Exchange Director provided PRIMO with key persons to contact for assisting with the identification of potential conference participants. These key people were contacted by PRIMO and a list of potential participants was compiled. These potential participants were sent an invitational letter with conference details and an RSVP form. If they were unable to attend, they were asked to recommend someone who could. In addition, potential resource persons/facilitators and keynote speakers were identified. Four resource persons/facilitators and one keynote speaker were selected and invited.

A total of 29 persons attended the conference. This included 25 conferees and four facilitators. In addition, there was the keynote speaker and conference evaluator. Demographic characteristics of the conferees are shown in Table 1.

Table 1. DEMOGRAPHIC CHARACTERISTICS OF CONFEREES										
STATE	No. of Persons	SEX		RACE			SEA	State Government	Parent Education Program	Parent
		M	F	B	H	W				
Arkansas	4		4			4	1	1	2	
Louisiana	4	2	2	1		3	2			2
Mississippi	3		3	1		2	1		1	1
New Mexico	5	2	3		1	4	1		3	1
Oklahoma	4	1	3			4	2		1	1
Texas	5		5	1	1	3	2		2	1
TOTALS	25	5	20			20	9	1	9	6

In addition, approximately 87% of the participants were between the ages of 30 to 55. None were under 30 years old and 13% were more than 55 years old. As far as educational preparation was concerned, 80% (20) indicated having completed four years of college, 68% (17) revealed that they had completed a graduate degree, and only 16% (4) of the conferees indicated that they only had a high school education.

PRIMO staff served as participant observers in each sub-group, and the PRIMO Director observed all groups.

Hotel room arrangements were made for invitees at a hotel convenient to SEDL, and meeting rooms for the conference were reserved at SEDL. Arrangements were made for setting up a pre-registration desk at the hotel. A total of 19 participants pre-registered which greatly facilitated in getting conferees settled and establishing rapport.

The conference agenda, format for group discussions, a glossary of working definitions, and evaluation forms were prepared. (See Appendices). The conference packets were assembled and contained: name tag, agenda,

group discussion guidelines, glossary of working definitions, conference social hour instructions, list of eating establishments, and a menu for the working lunch.

A conference social hour was planned for the first evening. This event proved to be most meaningful since it was one of the few times where all participants could personally meet and interact with each other.

A time was set aside for participants from each state to meet for the purpose of sharing information about their activities within the state. Arrangements were also made for a tour of the Laboratory facilities.

III. CONFERENCE GROUP MEETINGS

Each of the four (4) conference focus groups held discussions centered on a set of pre-established questions. In addition, other questions, issues or concerns were raised and discussed as a prelude to drafting specifications for each proposed plan of action. A synthesis of the answeres to these questions and the action plans is presented on the following pages.

A. Group One

1. Participants: Laura Ashkenaze - Texas
   Abel McBride (Dr.) - New Mexico
   William Simon - Louisiana
   Sue Bisby - Oklahoma
   Mary Manning - Texas
   Nettie Whitehead - Arkansas
   Martha L. Smith (Dr.), Facilitator - SEDL
   Cora Briggs, PRIMO Project

2. Discussion Topic: "Parent Education Program (PEP) Networks?

3. Discussion Questions and Group Responses:

   a. Question (1): What are the different kinds of networks that exist between and among PEPs?

      Response (1): The following kinds of networks were identifed as those existing at present through which PEPs were thought to communicate.

      . newsletters (weekly to yearly)

      . workshops for parents and/or program staff (local to national)

      . conferences and proceedings where appropriate (monthly to annual)

      . state level organizational meetings

      . personal communications/interaction

      . legislative alerts

      . journals, magazines and other publications of national organizations

      . volunteer programs

      . civic organizations, agencies and groups

. community groups

. relatives and friends

. religious institutions, agencies, organizations

. public and private school programs and activities

. advisory councils, committees, etc.

. junior college, community college, college and university

. programs

. information clearinghouses

. key PEP staff

b. Question (2): What kinds of problems exist with these PEP networks, especially in light of such factors as:

(1) fiscal (budget, funds, etc.)
(2) legal (legislative, e.g., PL 94-142)
(3) judicial (court decisions, like children's right to a hearing before being placed in a mental school by parents)
(4) regulatory (state, local guidelines or regulations)
(5) human behavior (actions that may cause problems)
(6) higher education (college and university teacher/social service agency training programs)

Response (2): The problems associated with the existing networks identified in Number 1 were as follows:

(1) Fiscal

. lack of network expansion funds where needed and warranted

. failure of funds to consistenly support networking development

(2) Legal (legislative)

. failure of legislation to require development of new networks

. failure of legislation to require information fed into existing networks

. no stress on importance of collaborative networking

. created a mass of unrelated and unconnected networks

(3) Judicial

. no systematic methods of networking parenting/family information to judges making decisions which can significantly affect/alter the lives of children and parents

. no networks to coninuously feed important judicial decision information to parent education program providers

(4) Regulatory

. lack of intra- and inter-agency networking

. failure to provide written guidelines/regulations emphasizing importance of network development

. narrow, self-contained guidelines regarding information dissemination for programs

. lack of resource network for broader program, agency, and institutional usage

(5) Human Behavior

. tendency for parent education program staff to remain "exclusive" to own activities

. failure of parent education program staff to interact since many compete for same clients

(6) Higher Education

. no communication between parent education programs and teacher preparation activities

. inservice teachers not aware of information and resources concerning thrust and findings of parent education efforts

c. Question (3): What are some strategies that can be proposed to help resolve the problems identified in Question 2?

Response (3): Group One suggested these strategies for consideration in dealing with the problems identified in Number 2.

. build into federal, state and local parent education programs or efforts a system for developing and/or enhancing an effective information/resource network

. establish federal regulations to allow for local autonomy within a framework of standards which provide incentives for networking

- establish network mechanisms for controlling gaps, duplications, misinformation, etc.

- establish mechanisms for broadening network target audience

- establish community/program liaison persons to act as catalysts for developing or increasing parent education information networks

- establish panel or group to explore development of needs assessment for network information

- establish writing/phoning campaigns to communicate with legislators regarding inclusion of required networking language in guidelines and regulations

- lobby legislators and program administrators to include funds designated specifically for networking activities

- provision of more human relations, interpersonal relations, and information sharing sessions for PEP staff and administrators

- develop guidelines for providing parent education information to key decision-makers, e.g., judges, lawyers, caseworkers, etc.

- determine set of guidelines for including training in parent education as integral part of preservice teacher education

- extend parent education information/resources network to feed into teacher training institutions, professional teacher organizations, school administrator organizations, and school board organizations

- develop parent education awareness campaign as a form of networking to increase support (coordinate through or with social service, civic, community, religious, private enterprise, educational, government, etc. organizations and agencies)

- study and adapt workable networking plans/activities from business and industrial world

- develop broader personal or individual efforts at grassroots level to increase parent education networking

- establish and expand networks across each state, the region, and nation

d. Question (4): In what ways can the strategies proposed in response to Question 3 be evaluated for effectiveness?

Response (4): It was suggested that these ideas be among those considered for evaluating the effectiveness of parent education networking strategies proposed in Number 3.

(1) Long Term

. divorce rate decline

. decline in reported child abuse cases

. reduction in parent/family stress reports

. reported/observed increase in the use of available parent education services

. references in passed legislation which deals specifically with networks for parent education programmatic efforts

. revisions, additions, etc. to parent education program regulations and guidelines specifying the creation or further development of information and resource networks

. written changes in teacher education course work or curriculum which provides experiences or exposure to parent education information and resources

. rapidity with which network expands and is used

(2) Short Term

. spot checks on network development, use and effectiveness using questionnaires, interviews, telecons, surveys, polls, etc.

. rate of increase in number of persons desirous of being included in network

. informal assessment concerning awareness of network's existence

. more interaction between judicial and parent education providers regarding dispensation of court cases/decisions involving families and children

e. Question (5): What are some specifications for a plan of action that can be carried out with respect to improving existing PEP networks?

Response (5): Group 1 offered the following information as a draft of the specification for a plan of action to improve existing parent education program networks.

(1) Goal

. To establish a network of parent education programs in the SEDL region which shall increase the extent and quality of parent education programs.

(2) Expected Outcomes

. awareness of need for parenting education

. information disseminated about parent education

. legislation passed

. teacher preparation programs changed

. needs for parenting education identified

(3) Activities

. identify what exists in parenting education potential providers

. identify other potential population to be served

. identify other potential networks

. impact all other organizations identified as part of the potential network

. explore all resources available to establishing the network

. use 60-minutes or 20-20 to tell the story of the need for parent education and what exists

. establish a toll free number

. establish satellites in the six states of SEDL region

. develop an audio/visual series and/or information packets to be used in satellites on how to network

. develop role of the satellite participants

. plug into all local, state, and national associations

. set up time frames for achieving objectives

. education business/industry to be aware of importance of the family unit and of the employee's need for time to spend with family

B. Group Two

1. Participants: Mary Bryant - Arkansas
George Clement - Louisiana

Betty McGrew - Oklahoma
Kathryn Pate - Mississippi
Vita Saavedra - New Mexico
Hattie Mae White - Texas
Theresa Escobedo (Dr.), Facilitator - University of Texas
Janci Gettys, PRIMO Project

2. Discussion Topic: "Parent Education Program (PEP) Linkages"

3. Discussion Questions and Group Responses:

   a. Question (1): In what ways have attempts been made to establish PEP linkages?

      Response (1): Participants preferred the following definition of linkage: it implies a process of linking established programs and agencies to each other for mutual benefit as well as linkage within the programs themselves. The group then addressed their first question which dealt with ways/attempts that have been made to establish PEP linkages. It was concluded that such ways/attempts were manifested in several activities. These included:

      . statewide conferences of PEP providers

      . united/cooperative efforts of national organizations (March of Dimes and PTA) in dealing with particular parent education concerns or issues

      . formation of city-wide association made up of representatives from agencies dealing with parent education

      . installation and use of local and state-wide toll free numbers to provide PEP information and service

      . provision of parent education by local and national volunteer organizations, especially to public schools

      . increased sharing of information between/among Federal programs within states that have a parent education component (FT, HS, etc.)

      The group concluded that such organizations as NAEYC, AHCH, Ass'n, NASW, etc. could and should be pulled into parent education linkage efforts. An example of a state department agency which could be used in linkaging was the Bureau of Student Services in Louisiana.

   b. Question (2): What kinds of problems are there with trying to establish PEP linkages, especially in light of these factors:

(1) fiscal (budget, funds, etc.)
(2) legal (legislative, like PL 94-142)
(3) judicial (court decisions, like children's right to a hearing before being placed in mental schools by parents)
(4) regulatory (state, local guidelines or regulations
(5) human behavior (actions that may cause problems)
(6) higher education (college and university teacher/social service agency training programs)

Response (2): In discussing the kinds of problems there are in trying to establish PEP linkages, the following information was forthcoming:

(1) Fiscal

. fiscal response to PEP linkage efforts has been lacking because of the difficulty involved with selling preventative or intervention programs such as PEP when the end product or outcome is not clear or concrete; PEP's face an uphill battle for funds since other priority areas/programs and rural PEP efforts to be united in a cooperative manner

(2) Legal (legislative)

. neither is there enough research knowledge being used to effect legislation nor are there any strong efforts to influence the mandate of parent education at state level

(3) Judicial

. judicial systems/representatives have failed to communicate, interact, understand and cooperate with parent education program efforts; the incompatibility is somewhat influenced by politics and funding does not promote cooperation

(4) Regulatory

. in terms of regulation, lack of interagency formulation, cooperation and implementation with respect to uniform guidelines for programmatic efforts involving children and families; far too much duplication of effort and restrictiveness of regulations

(5) Human Behavior

. from the human behavior stand-point, the group suggested the inability to answer the question of who should teach parenting has affected the establishment of viable linkages. It was further stated that parenting skills are not easily taught however, often one group or school feels it has the answers. Also, the group felt that PEP linkages have not been better developed because of the incongruence of moral issues with our changing society.

(6) Higher Education

- higher education efforts have contributed the inability to establish more viable PEP linkages in that it is too isolated from what's going on in the "real world", its philosophies and theories are too elitist and it promotes social services as treatment instead of prevention

c. Question (3): What are some strategies that can be proposed to help resolve the problems identified in Question 2?

Response (3): Several strategies were proposed to help resolve the problems mentioned with respect to establishing effective linkages. These included:

- increased knowledge about available funds
- increased political action toward and support for parent education
- broader sharing of funds, resources and services
- eliminate competition for funds designed to address the same issues (e.g., parent education)
- increase communications and cooperation through enactment of better legislation re: PEPs
- operate regional parent education clearinghouse
- develop broader coalitions among PEPs
- higher education institutions should develop programs which provide specific knowledge, training experience, and materials re: parent education

d. Question (4): In what ways can the strategies proposed in response to Question 3 be evaluated for effectiveness?

Response (4): As a means of evaluation these strategies, the group suggested that a needs assessment be conducted to actually define the needs. Next, the plan of action should be organized and and implemented. With regard to the actual evaluation of increased linkages, it was suggested that such activities might be conducted through the use of questionnaires, interviews or surveys. Data would be gathered regarding how well needs were met through the proposed strategies and how well the process for further establishing PEP linkages worked.

e. Question (5): What are some specificatons for plan of action that can be carried out with respect to establishing and maintaining more effective PEP linkages?

Response (5): The following are specifications for a plan of action to establish and maintain more effective PEP linkages:

(1) Plan of Action

Specifications for Establishing and Maintaining Linkages	
Short Range Activities	Long Range Activities
1. Contact person between states and SEDL--write letter	Meetings for PEP to establish linkages
2. Contact with legislative representative	Office of Parent Education in State government
3. SEDL pursue possible linkage with ERIC	Legislative memorial to recognize concept of parent education
4. Fill in PEP chart and disseminate to members here	
5. Develop a model for information and referral system for each state	Availability of services for all persons

(2) Training

. set up meetings within states for PEP programs to establish linkages

. establish parent education person in state government, governor's office to be PE coordinator

. members from this workshop contact PTA/March of Dimes or similar such organizations

. discuss the possibility that:

(a) SEDL become coordinating agency for developing plan of support for PE in each state.

(b) Each identified PEP representative of a support institution to establish linkage between institution and SEDL.

(c) SEDL could provide technical assistance and training for representative and groups contacted in each state concerning organizational skills in establishing state PE office and developing local support.

Plan of Action for SEDL Conference Participants Establish PEP Linking Agent in Each State within One Year	
Conference Participants	SEDL
a. Contact potential institutions including board members, etc. b. Conduct meeting of state conference participants c. Publish SEDL conference information throughout the state d. Identify interested supporting organizations e. Contact legislators for support f. Contact governor for cooperation g. Contact state SEDL board members h. Sponsor introduction of PEP legislative memorial for adoption	a. SEDL become clearinghouse for information concerning state PEP efforts - General - Goal related b. SEDL provide technical assistance in such areas as: - Information on supporting organizations - Procedure for contacting legislators - Introductory letter to governor - Write up news release for members c. Contact governor for information update d. Plan linking agent conference in each state

C. Group Three

1. Participants: Ida Ballard - Mississippi
Patricia Black - Texas
Jack Craddock - Oklahoma
Georgia Cunico - New Mexico
Delores Ray - Louisiana
Elizabeth Smith - Arkansas
Glen French (Dr.), Facilitator - Texas Education Agency
Juan Vasquez, PRIMO Project

2. Discussion Topic: "Parent Education Program Linking Agents"

3. Discussion Question and Group Responses:

a. Question (1): Who are the known individuals, groups, agencies, institutions, etc. that presently serve as PEP linking agents?

Response (1): Participants identified the following individuals, groups, agencies, institutions, etc. as those thought to be presently serving as PEP linking agents.*

(1) Individuals

. Texas: Mickey Leland, Wilhelmina Delco, Jeannette Watson, Nolan Estes, Alvis Bentley (PTA)

. Arkansas: Bill Sherman, Benjamin Spock, Bettye Caldwell, Dale and Betty Bumpers, Sarah Murphy

. Louisiana: Alphanse Jackson, Senator Shehee, Thomas Statts, Loye Rowland, Hilliary Rodham, Jesse Jackson

. New Mexico: Abel McBride

. Mississippi: Mildred Witt, Jack Rawson, Jean Leverett, Dr. Jennings, Reba Southwell

(2) Groups

. Parent-Teacher Associations (PTA)

. March of Dimes

. Future Homemakers of America

. Four H Clubs (4-H)

. Action for Children's Television

. Advocates for Children and Families (Arkansas, New Mexico, Louisiana)

. Child Care '76

. Mississippi Council on Children

. Big Brothers and Big Sisters

. Boy and Girl Scouts

. Boys Clubs

. Child Welfare Leauge

. American Home Economics Association

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*Group offered several sources which could be referred to for information about PEP linking agents. These include Parent Education Program and Service Director, Yellow Pages for Children and Volunteers in Child Abuse and Neglect Programs.

. American Civil Liberties Union

. Mental Health Association

. Outreach Community Centers

. Private Maternity Homes

. New Futures (New Mexico)

. Public Schools

. Urban Councils

. Public Broadcasting Systems

(4) Terminology

. the group recommends that terminology be consistent by using the Dictionary of Social Terms

b. Question (2): What kinds of problems exist with these PEP linking agents, especially as the following factors are considered?:

(1) fiscal (budget, funds, etc.)
(2) legal (legislative, like PL 94-142)
(3) jucicial (court decisions, like children's right to a hearing before being placed in a mental school by parents)
(4) regulatory (state, local guidelines and regulations)
(5) human behavior (actions that may cause problems)
(6) higher education (college and university teacher/social service agency training programs)

Response (2): With respect to the kinds of problems that exist with present PEP linking agents, the following list was developed:

(1) Fiscal

. too much paperwork

. imbalance of funds

. indirect services are first to be cut

. groups are unwilling to commit funds for parenting without retaining control

. funds are fragmented

. priorities are misdirected

. dollars for machines and cents for parenting

(2) Legal

. legislation enacted without sufficient implementation funding

. local regulations over legislative mandates

. lack of consistency in federal and state guidelines

. duplication of services due to federal law inconsistencies

. lack of input into legislative process regarding non-threatening information

. failure in communication of clearly defined ideas

(3) Judicial

. no mandatory counseling of parents with problems (custody-abuse)

. endangered legislation threatened by potential for judicial action

.. no parenting information for judiciary

(4) Regulatory

. inconsistent guidelines

. difficult to mesh regulations with various federal programs

. regulations not written for local implementation

(5) Human Behavior

. turf protection which leads to isolation and insulation

. inconsistent application of programs

. teacher defensiveness regarding parent/community involvement

. conflict of values between parents/community vs. schools

. apathy

(6) Higher Education

. lack of courses in parenting

. lack of revamped courses/curriculum reflecting changing family/parent settings

c. Question (3): What are some strategies that can be proposed to help resolve the problems identified in Question 2?

Response (3): Several strategies were proposed to assist in resolving the problems identified with present PEP linking agents. They are as follows:

. involve people who have not participated in PEP past efforts whether through innocent actions or otherwise. Community education efforts may be one starting point.

. utilize a neutral body to draw in other major organizations, e.g., "A Coalition of Mothers and Babies," March of Dimes, SEDL

. invite the respective groups in and present information for them to plan and organize something workable regarding increasing pool of and effectiveness of PEP linking agents

. break down communication barriers, e.g., inter-agency, inter-office, etc.

. create a Federal Clearinghouse for all regulation writers

. utilize ERIC and International Project on Dissemination (IPOD)

. every parent education program funded should include line items for linking agent

. state boards should revamp teaching certificate standards to include teaching parenting skills

. adopt a single definition of dissemination

. urge inclusion of funds for purposes of dissemination/education

. create a task force to education other groups and the judiciary as to what should be articulated regarding parenting

d. Question (4): In what ways can the strategies proposed in response to Question 3 be evaluated for effectiveness?

Response (4): The following information was provided with respect to ways that PEP linking agent strategies could be evaluated for effectiveness:

(1) Specific Strategy: Mall Fair

. use public service announcements to announce mall fair, free of charge

. draw in other people such as Family Living, Child Development, to serve as consultants

. have checklist completed on each person (name, address, telephone number)

. distribute publications on simple child care concepts for individual interests

(2) Specific Evaluation

. conduct workshop/conference to meet specific interests

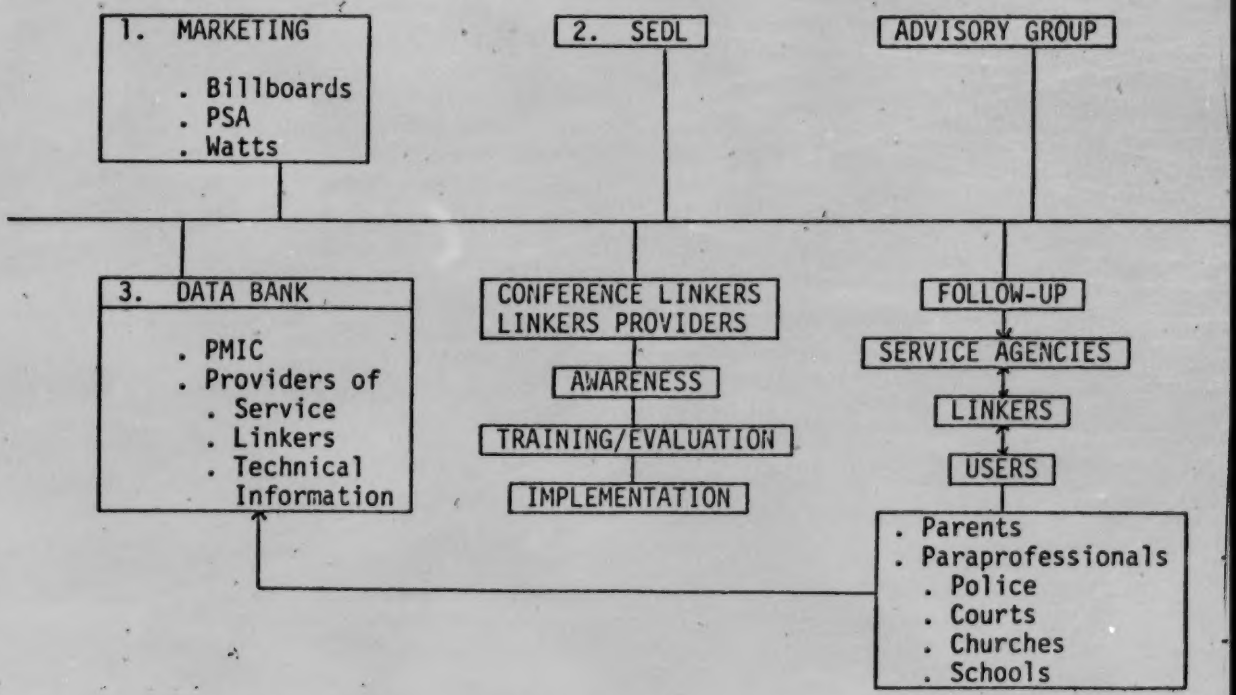
. follow-up with phone call to determine if information given at fair is helpful and if more information needed

. design information checklist to ask in telephone followup; interested in meetings, classes, etc.

e. Question (5): What are some specifications for a plan of action that can be carried out with respect to increasing both the number and expertise and PEP linking agents?

Response (5): In terms of specifications for a draft plan of action to increase the number and expertise of PEP linking agents, the following information was presented:

(1) Suggested Linking Agent Model



(2) Suggested Purposes

. to market concept of role as linking agents to those that could serve this need

. to serve as catalyst for statewide/regional PEP linking efforts

. to expand PEP data bank by building on PMIC collection and provide technical information, Federal Register information, proposal deadlines, regulations, new laws, etc.

(3) Suggest Theme Song (Sung to the tune of "I'm A Pepper")

. I'm a linker,
You're a linker,
She's a linker,
He's a linker,
You could be a linker, too!

(4) Resolution

. WHEREAS, the people gathered at the PRIMO Conference are deeply concerned about the future of our children, and

WHEREAS, the members of this group have made meaningful contributions toward designing a program of parenting services,

BE IT RESOLVED, that this group of representative, under the aegis of the Southwest Educational Development Laboratory, meet annually to further our studies and increase our contributions toward the development of effective parents.

Dated this 17th day of November, 1978, at Austin, Texas.

D. Group Four

1. Participants: Elizabeth ARnold - Louisiana
Ramona Emmons (Dr.) - Oklahoma
Caroline Gaston - New Mexico
Charlotte Harrison - Mississippi
Jean Robinson - Arkansas
Edna Tamayo - Texas
James A. Johnson, Jr. (Dr.), Facilitator - NOVA University
Ft. Lauderdale, Florida
Kay Sutherland (Dr.), PRIMO Project

2. Discussion Topic: "The Diversity of Parent Education Programs"

3. Discussion Question and Group Responses:

a. Question (1): What are the different kinds of known PEPs? Classify these programs into three to five (3-5) distinct groups.

Response (1): The following information was offered with respect to what are the different kinds of known PEPs and ways to classify them into 3-5 distinct groups:

. It was decided that consideration be given to both strong and weak aspects of PEPs within the definition of adversity. A strong aspect of PEPs was that they dealt primarily with preschool and elementary age children because parenting appears to be most important at these stages. A weak aspect of PEPs was that not enough dealt with parent education for those with adolescents which is a growing area of parenting problems and concerns. The motivation for having PEPs is an aspect of diversity which the group suggested should be kept in mind, especially since funding availability is the overriding consideration for PEP pursuit rather than needs and concerns of clients. Source of funding also was viewed as an aspect of PEP diversity. It was posited that federally funded PEPs seemed to have a parent training approach whereas non-federally funded PEPs offer enrichment for parents.

(This is probably too much of an overgeneralization). In addition, the preventive PEP approach vs. the crisis approach contributes to the overall diversity.

When reference is made to PEP target groups, parents, non-parents, and prospective parents must be included. Presently, there appears to be little in the way of parent education for grandparents. Those efforts that do exist were rated weak by this group, but growing. This is in spite of the fact that grandparents, in many cultures, have had a traditionally strong parenting role. Parent education for non-parents apparently is non-existent. Efforts for actual or real parents were most prevalent although they are more evident for those with preschool/elementary children and less available for those with adolescents.

Prospective parents, current parents and others who play a parental role (surrogate, extended family members, etc.) was another breakdown mentioned. Finally, the group stated that categorization of parents by those which are appropriate to different cultures in our society and those which are not should be considered, especially as it relates to the different subcultures or life styles of parents.

In summary, the following kinds of PEP classifications or groupings were offered:

	STRONG	WEAK
	Focus	
(1)	Preschool/elementary parent focus	Adolescent parent focus
	Funding Source	
(2)	Federal	Non-federal
	Motivation	
(3)	Funds only	Concern for clients
	Approach	
(4)	Training Enrichment	Preventive Crisis
	Target Group	
(5)	Non-parents Parents Other parenting ones	

b. Question (2): What are the kinds of linkage problems that exist with such different kinds of PEPs, especially when considering these factors:

(1) fiscal (budget, funds, etc.)
(2) legal (legislative, like PL 94-142)
(3) judicial (court decisions, like children's right to a hearing before being placed in a mental school by parents)
(4) regulatory (state, local guidelines and regulations)
(5) human behavior (actions that may cause problems)
(6) higher education (college and university teacher/social service agency training programs)

Response (2): Several kinds of linkage problems were identifed as existent in the different kinds of PEPs. Briefly these problems are as follows:

(1) Fiscal (Budgets and Funds)

. inability of people in leadership roles to get together due to lack of funding

. competition for funding qualification

. target areas of different foci restricts linkage instead of communication and coordination of funding being used to guide or reduce such restrictions

. failure to use funding as leverage to encourage linkage

. lack of funds makes linkage action impossible even when legislated

(2) Legal

. mandate of PEP linkage without funding

. funds not available due to public policy. no one designated as responsible for carrying out documentation of linkage

. competing PEP objectives reduces linkaging. not enough legislation to force linkage

. lack of inter-agency communication

. lack of legislation supporting parent education programs nationally

(3) Judicial

. judicial decisions made with minimal regard for linking programs that serve children and their families

. bias in jucicial decisions and neglecting to include children in the decision-making process

. judicial system officials' lack of preparation, information about resources in the parenting areas

. private versus public hearings and its effect on school/family decisions

(4) Regulatory

. lack of linkage emphasis in PEP guidelines. restriction of linkage to certain target groups

. failure to coordinate paperwork

(5) Human Behavior

. lack of respectful approach and developing rapport with parents as linking device

. hostility toward other providing agencies

. need to protect one's own turf which hinders linkaging

. specialization of programs which limits linkaging potential

(6) Higher Education

. inadequate preparation and training for persons in positions of power to make decisions

. there is a discrepancy between what parents want and what professionals want

. persons in leadership are not representative of our society, i.e., predominantly Anglo and male and under-represented with respect to minorities and women in our society

c. Question (3): What are some strategies that can be proposed to help resolve the problems identified in Question 2?

Response (3): This group came to issue with the commonly accepted assumption that apathy is the basic cause of lack of effective parenting. They queried as to who were the proponents of such as assumption and clearly stated that parents certainly were not. A specific set of strategies was proposed to help resolve the problems identified in Question 2. They are as follows:

(1) Include linkage as an initial part of legislation and regulations

(2) Provide more people with draft PEP legislation and regulations, notice of hearings, etc., in order to receive a broader base of input and direction

(3) Initial organization in writing proposals for funding of a program should include specifications for conferences, documentations of positive outcomes of conferences and share the information with others

(4) Allow freedom in budget to move a certain amount of funding among line items, especially for including necessary parent education thrusts

(5) Keep lines of communication open in order to lessen competition

(6) Reinforce cooperation and linkages by acknowledging parent education as a PRIORITY matter

(7) Budget for a person to be a liaison between PEP and other relevant groups, organizations, agencies, institutions, etc.

(8) Develop broad based community action group

(9) Some legislation targets certain people and is preventing linkage. Groups splintering both smaller and more narrowly focused groups is a concern to us

(10) Persons and agencies asked to implement a program should be involved from the beginning of a program, i.e., one agency or group should not plan a program and then give it to an agency to implement. The point in time that an agency gets involved in an issue is a key factor. Optimal plan is for agency to be in the planning stage and carry through.

(11) Legislation should be written to include a sharing of responsibilities between agencies--i.e., the Handicapped Child Act 94-142--seems to be mandating many responsibilities to education that could go to health, nutrition, etc, departments. Parent education should be multidisciplinary.

(12) Involve more persons in PEP efforts so as to better inform the public and make them more aware of need and importance of parent education.

(13) Develop a common goal and a stated consensus among the persons and agencies who are concerned with parent education.

(14) Maintain viable linkages now so as to provide useful linkages in future if, for example, national legislation is introduced and needs to be influenced.

(15) In defining the objectives for parent education legislative package, keep in mind all aspects of the child's need and families' needs.

d. Question (4): In what ways can the strategies proposed in response to Question 3 be evaluated for their effectiveness?

Response (4): In order to evaluate the effectiveness of strategies in Question 3, the following discussion was presented:

Effectiveness was determined to be the degree of discrepancy between needs and outcomes. It was concluded that clarity should be provided regarding the need for PEP linkage, the effectiveness of this process and the effectiveness of its outcomes. In addition, it should be clear as to what kinds of discrepancies are being focused on: process evaluation?, outcome evaluation? Important here is if the program enhances what parents are trying to accomplish. Important evaluation questions might include the following:

(1) Will the duplication of services within PEPs be reduced? The base of people served increased? Services for parents be enhanced? Parenting program organization be improved?

(2) Does program allow parents and representative of parent to have a say on guideline regulations? (It is regretted that the regional office in Dallas no longer endorses the the Region 6 Child Development Task Force.)

(3) Does program allow parents and professionals to meet with enough other people with similar concerns?

(4) Does freedom in budget demonstrate responsiveness to the parental need?

(5) Does program open lines of communication between agencies and parents?

(6) Does program really give parents a voice?

e. Question (5): What are some specifications for a plan of action that can be carried out with respect to linking different kinds of PEPs?

Response (5): Proposed draft specifications for a play of action to be implemented with respect to better linking PEPs were as follows:

(1) In drafting the plan specifications, it was concluded that professionals have a responsibility to gather data, document and provide information which documents the needs of parents. However, they do not have the right to impose programs or set priorities based on those needs without parental involvement, i.e., beneficiaries of the programs. Parents used here refers to actual parents and potential parents, i.e., future parents of America--teenage parents. Thus parents should be included in the development, implementation and evaluation of PEP goals, objectives, and activities.

(2) More specifically, such plans of action:

. should include a multidisciplinary approach

. should identify the lead agency in the coordination effort and should insure that this lead agency is responsive to the various agencies

. must be clear about the need for linkage and the plan must be widely disseminated

- should allow for the different groups to be knowledgeable about each other and to develop support and respect for the various parenting programs in this region; therefore, it provides linking of diverse programs
- should develop provisions which lead toward a belief, on the part of parent education program providers, in the potential growth and deidcation of parents
- should insure that money is available to create linkage; and, if money disappears there would be a back-up plan to assure continuation
- should have clear and observable milestones!
- should develop a general consensus regarding the concept of parent education, including its diversity
- should be designed to develop public awarenss and support!
- should provide for the routine, periodic, review of needs to determine its effectiveness

E. Conclusions From Small Group Meetings

1. IDENTIFICATION: Conferees in Group One were able to identify more than twenty (20) kinds of PEP networks through which communication presently takes place. This supports the assumption by PRIMO that networks for conveying parent education information do exist and exist in a variety of forms. Group Two participants identified at least seven (7) ways in which attempts have been made to establish PEP linkages. In addition, several national organizations with established linkages were identified. The suggestion was to pursue ways of tying into such organizations as a means of broadening the linkages between/among PEPs.

Members of Group Three identified a range of individuals, groups, agencies, institutions, etc. who were known to presently serve as PEP linking agents. More than sixty (60) such agents were listed. This listing, which is not all-inclusive, tends to support the general assumption among parent education experts and practitioners that an array of potential PEP linking agents exist.

However, a major question remains concerning effective coordination of their use. The Group Four persons generally identified the kinds of PEPs as either being strong or weak. They attempted to classify PEPs according to focus, funding source, motivation, approach and target group. Within each of these classifications, a dichotomy of variables was presented. While the method of identifying/classifying PEPs was useful, it appears as though more information may be needed regarding clearer categories for classifying the different kinds of PEPs.

2. PROBLEMS: Group One participants presented several problems regarding existing PEP networks. At least two problems were generated for each of these areas: fiscal, legal, judicial, regulatory, human behavior, and higher education. Problems tended to center around (a) lack of sufficient PEP funds, (b) lack of specific PEP legislation, (c) lack of courts, etc. cooperation/interaction with parent education efforts, (d) lack of clear guideline details, (e) tendency to isolate rather than share, and (f) lack of commitment to parent education skills in preparation of teachers. In Group Two, the kinds of problems associated with trying to establish PEP linkages included the following: (a) lack of PEP unity, cooperation; (b) lack of resources or information about resources to support PEP linking legislation, (c) failure of judicial agencies to communicate with PEPs as means of developing vitally needed linkages, (d) lack of uniform guidelines/regulations prevents effective linking and causes much duplication, (e) disagreement as to who should teach parenting, the morality of teaching parenting and incongruence of parenting has hindered linkage establishment among/between programs, and (f) higher education's elitist philosophy regarding the treatment approach to parent education is incongruent with PEPs movement toward a prevention approach and prevents development of effective linkages.

The members of Group Three found that problems concerning the identified linking agents included: (a) imbalanced, fragmented, tightly-controlled, low-priority, designated funds prevent development and effective use of PEP linking agens; (b) lack of input, consistency, congruence and clarity concerning PEP regulations disallows effective deployment of linking agents; (c) judicial insensitivity, lack of cooperative mandates and parent education information for decision-making are indications of need for more linking agents; (d) lack of local applications and consistency among regulations in various programs deters PEP linkage agents even lack of parenting courses in higher education stymies development of potential PEP linking agents. Group Four conferees proffered that PEP linkage problems were resultant from: (a) intensive competition for funds, fund restrictions and narrow foci, and inability to use funds as linking leverage; (b) lack of supporting legislation to develop and maintain appropriate link given the diversity of PEPs; (c) failure of legal/judicial system to suggest or require in their decisions affecting children and families cooperation between agencies, institutions, etc. in helping to resolve their problems; (d) PEP diversity hinders development of effective guidelines and regulations with respect to linkaging; (e) specialization and self-serving nature of diverse PEPs does not allow for effective linking; and (f) higher education does not sufficiently prepare persons to develop useful links between the variety of PEPs available.

3. STRATEGIES: Each of the four groups proposed a wide range of strategies to deal with their particular focus (existing PEP networks, increasing PEP networks, PEP linking agents, and PEP diversity). In summary, it appears that the suggested strategies tend to focus on the following:

a. intensive federal, regional, state, county, and local agency, etc. cooperation (coordination)

b. new/revised regulations and guidelines that specifically deal with linkaging

c. provision of more funds to conduct PEP linkaging and programmatic efforts

d. use of existing networks/linkages where possible

e. creation/expansion of networks/linkages as needed

f. propose and seek support for legislation which helps increase networks/linkages

g. reduction in competition for parent education funds and clients, with more concentration on collaboration and lessening of redundancy/overlap

h. more involvement of teacher education/social service training institutions in parent education linking process

i. provision of more information and resources as means of increasing linkages and networks

j. increased association and utilization of volunteer organizations, agencies, etc., to improve PEP linkages and networks

k. better use of written, telephone, and visual media resources for further linkaging/network development

l. inclusion of linkaging as basic emphasis of PEP goals, objectives, and activities.

4. EVALUATION: The four groups all indicated that an evaluation of present or proposed methods to improve PEP networks/linkage was necessary. Both process and effectiveness seemed to be the two major aspects that linkaging evaluation be based upon. A range of formal and informal methods

were proffered. Groups presented ideas for consideration which were short term and long term evaluation efforts. Overall, groups indicated (1) that on evaluation of PEP linking efforts was most appropriate, and (2) that such evaluation be systematic and well-planned in order to provide useful results.

5. PLANS OF ACTION: Each group offered a draft plan of action to carry out efforts designed to improve parent education networks/linkages. The plans varied in both content and format. Originally, a selected group of conference participants and PRIMO staff were to meet at a designated time after the conference and refine the action plans for implementation at state and region level. Due to previously mentioned constraints, such a meeting did not occur. Therefore, the draft action plans have not been acted upon. However, they do provide the basis for developing actions steps which could increase the effectiveness of PEP networks and linkages. The conference was deemed a success as it stimulated a set of plans regarding the improvement of PEP networks and linkages, identified key PEP persons in each state of region to assist with such improvement, and established the framework from which effective action could be taken.

IV. CONFERENCE EVALUATIONS

In addition to presenting a plan of action deisgned to increase linkages among and between parent education prograsm in the SEDL six-state region, conferees were also asked to provide an evaluation of the conference. Two conference evaluation forms were administered (see Appendix B). These forms provided conferees with the opportunity to express opinions about the working conference.

A. Evaluation of First Day

Evaluation Form--Part A which was administered at the end of the first day, consisted of an instrument which contained thirty-seven (37) incomplete sentence stems. Conferees were to read each stem and then asked to write a spontaneous word or phrase to complete the sentence stems. This evaluation form was designed to accomplish the following:

> Elicit preliminary indications of discrepancies between expected and actual behavior so that indicated mid-course conference corrections could be made.
>
> Elicit high frequency language to be used in preparing the second instrument (conferees were from four role groups in six states) in order to enhance the perceived legitimacy of the second instrument.
>
> Suggest aspects of the working conference in need of assessment according to the judgment of the conferees.
>
> Create a mind set about and content for the evaluation instrument (Part B) that would be administered on the following day. (Some participants complained that the 37 items did not give them the opportunity to express themselves fully. The preparation of the evaluation instrument Part B benefitted from this expectation as expressed through participant dissatisfaction with respect to the format of Evaluation form--Part A.

The form was completed by all twenty-four (24) conferees.

A summary of the responses to each item was compiled and a key was used to code the responses. The overall interpretations of the conferee's reactions were rated by using the informal, general categories of very good, acceptable, and not so good. These ratings are summarized in Table 2.

The results from Evaluation Form--Part A indicated that conferees had very positive feelings about how the conference was proceeding as 26 of the 37 items generated basically a very positive response from all the participants. There were no indications of discrepancies between expected and actual behavior, therefore no mid-course conference corrections needed to be made. High frequency language was elicited and used in preparing the second instrument. Suggestions regarding aspects of the conference which needed to be assessed and specific content items for the second instrument were provided.

TABLE 2
DRAFT SUMMATION OF CONFEREE RESPONSES ON EVALUATION - PART A

Item	Purpose*	Overall Interpreted Reactions		
		Very Good	Acceptable	Not So Good
1. Impressions of other conferees	CO	X		
2. Selection as opposed to someone else	CO	X		
3. Communication (between conference sponsor and conferee	CM		X	
4. Reimbursement and procedure	PE	X		
5. Conference sponsor follow-up and attention to detail	PR	X		
6. Feelings about travel to conference	DI			X
7. Preliminary information from conference sponsor	PR		X	
8. Impression of pre-registration	PR	X		
9. Registration materials	MA	X		
10. Conference agenda	CU		X	
11. Conference schedule	PR		X	
12. Manner conference convened	PR		X	
13. Conference speaker	Q	X		
14. Small group sessions	PR	X		
15. Quality of discussion in groups	Q	X		
16. Conference objectives	CU	X		

*Purpose Key: (1) CO-Conferees, (2) PR-Procedures, (3) DI-Disposition, (4) MA-Materials, (5) CU-Curriculum, (6) ME-Methodology, (7) Q-Quality (value of), (8) O-Options, (9) N-Need, (10) CM-Communication.

TABLE 2 (Continued)
DRAFT SUMMATION OF CONFEREE RESPONSES ON EVALUATION - PART A

Item	Purpose*	Overall Interpreted Reactions		
		Very Good	Acceptable	Not So Good
17. Conference priorities	CU		X	
18. Wish for more of...	O	X		
19. Wish for less of...	O	X		
20. Resources to convene conference	O		X	
21. Conference resource allocation	PR	X		
22. Criteria to judge conference	PR	X		
23. Conference activities to compare against conference criteria	PR	X		
24. People met at conference	Q	X		
25. Small group facilitator	Q	X		
26. Staff observers	Q	X		
27. Time utilization	PR	X		
28. Small group process	PR		X	
29. Other conferees from same state	CO	X		
30. Conference goals	CU	X		
31. Attaining conference objectives	Q		X	
32. Need for conference	N	X		
33. Benefits of conference	Q	X		

*Purpose Key: (1) CO-Conferees, (2) PR-Procedures, (3) DI-Disposition, (4) MA-Materials, (5) CU-Curriculum, (6) ME-Methodology, (7) Q-Quality (value of), (8) O-Options, (9) N-Need, (10) CM-Communication.

TABLE 2 (Continued)
DRAFT SUMMATION OF CONFEREE RESPONSES ON EVALUATION - PART A

Item	Purpose*	Overall Interpreted Reactions		
		Very Good	Acceptable	Not So Good
34. Unintended effects of conference	Q	X		
35. Next steps after conference is over	ME	X		
36. Conference materials	MA		X	
37. Conference management	PR	X		

B. Evaluation of Conference

Evaluation Form--Part B, which was administered at the end of the conference, served to allow participants to express both an objective and a candid assessment of the conference overall. It consisted of 35 questions and was administered in written form. It was completed by all of the conferees.

The information obtained on the questionnaires was coded, punched on data cards and analyzed using the computer. The results were reported in terms of percentages and frequencies, and the results are reported on the following pages.

Evaluation Form--Part B - Discussion of Results

Item: Appraisal of Session Usefulness

It would appear from conferee responses that they appraised the usefulness of each session in the following manner:

I	Identification	- 80% (percent indicating it was of great value)
II	Specifications for Plan of Action	- 72%
III	Strategies	- 64%
IV	Problems	- 56%
V	Evaluations	- 44%

Conferees, apparently, valued most the first session which dealt with identifying certain key factors, variables or aspects of their discussion topic. The second most valued session was the last (II) where conferees developed a draft plan of action to be taken.

Item: Conferee Value Ranking of Sessions

Session rankings were assigned a numerical value for each of the five possibilities conferees could choose. On a five point scale where "1" stood for the most valued session and "5" for the least valued, the numerical values for each place ranking were as follows: first = 5 points; second = 4 points; third = 3 points; fourth = 2 points; and fifth = 1 point. Given these point values for each ranking, the following data were compiled:

SESSION: IDENTIFICATION

Rank	n	Percent	Numerical Value	Points
1	10	40%	5 (10)	50
2	4	16%	4 (4)	16
3	4	16%	3 (4)	12
4	5	20%	2 (5)	10
5	10	40%	1 (1)	10

Total Points = 98

SESSION: PROBLEMS

Rank	n	Percent	Numerical Value	Points
1	4	16%	5 (4)	20
2	5	20%	4 (5)	20
3	6	24%	3 (6)	18
4	4	16%	2 (4)	8
5	4	16%	1 (4)	4

Total Points = 80

SESSION: STRATEGIES

Rank	n	Percent	Numerical Value	Points
1	4	16%	5 (4)	20
2	7	28%	4 (7)	28
3	6	24%	3 (6)	18
4	2	8%	2 (2)	4
5	1	4%	1 (1)	1

Total Points = 71

SESSION: EVALUATION

Rank	n	Percent	Numerical Value	Points
1	1	4%	5 (1)	5
2	2	8%	4 (2)	8
3	4	16%	3 (4)	12
4	6	24%	2 (6)	12
5	6	24%	1 (6)	6

Total Points = 43

SESSION: SPECIFICATIONS FOR PLAN OF ACTION

Rank	n	Percent	Numerical Value	Points
1	4	16%	5 (4)	20
2	4	16%	4 (4)	16
3	2	8%	3 (2)	6
4	5	20%	2 (5)	10
5	2	8%	1 (2)	2

Total Points = 54

Based on the total of accumulated points, it appears that the ranking of sessions by conferees based on their relative value is as follows:

17

First - Identification	(98 points)
Second - Problems	(80 points)
Third - Strategies	(71 points)
Fourth - Specifications for Plan of Action	(54 points)
Fifth - Evaluation	(43 points)

A preliminary interpretation might be that conferees considered the "working" portions of the conference more important than the evaluation of what occurred. Participants stated that Evaluation - Part A did not allow enough time for substantive expression of feelings. Their general reaction to Evaluation - Part B was a feeling of being rushed (every attempt was made to avoid this) and a feeling of being too "drained" to respond positively to the conference's evaluation, although it was deemed necessary and important. Further discussion will appear in the conference proceedings report.

Item: Need for Working Conference

It was practically unanimous (100% of conferee responses) that the conference was much needed. No one expressed a feeling that it was either unnecessary or unimportant.

Item: Benefits of Conference

While a few conferees were either unclear or uncertain about how the conference would be beneficial to all concerned, a majority of the responses (99%) indicated that benefits could be useful and far-reaching. Such comments as "invaluable," "useful," "long range planning," "(increased) networks," etc. seem to help substantiate this interpretation.

Item: Unintended Effects

Conferees expressed a range of responses to this item. They extended from "gaining weight" to "strengthening communications around (between) state leaders" (with respect to parent education). At best, it appears that conferees mixed their expressions about unintended effects with both personal and programmatic comments. The majority of the responses (93%) tended to make reference to the latter area.

Item: Description of Conference Sponsor/Conferee Communication Process

Overall, conferees' responses (92%) revealed most favorable opinion with respect to this item. Such an indication was gratifying to PRIMO staff members who worked very diligently to make this a viable aspect of the conference.

Item: Conference Reimbursement Procedure

Based on an examination of conferee responses, 91% of the responses indicated a very favorable feeling about the procedures employed for reimbursing conferee expenses. Again, this was reinforcing to staff members who developed and implemented the guidelines.

Item: Conference Sponsor's Attention to Detail

Clearly, 100% of the conferee responses indicated an overwhelming positive feeling about how conference details were attended to. PRIMO staff attempted to be very sensitive and responsive to matters which helped facilitate conference activities and conferee needs. This aspect of the conference appears to have been well worth the effort.

Item: Preliminary Information Provided to Conferees by Conference Sponsor

Responses to this item were very mixed. The range was from very satisfied to inadequate. It appears as though several of the conferees, based on the way they were selected, got little or no preliminary information personally, although it was sent to appropriate or designated persons at each site. In addition, PRIMO staff did not provide a complete package of information including the full agenda until conferees arrived. Not having had privy to such information before leaving their stations seems to have caused several participants to feel "unprepared" for conference activities. This lack of information and related details seems to have caused the "mixed" reactions to this item.

Item: Conference Pre-Registration

There were a range of mixed responses from conferees regarding pre-registration. However, a majority of the responses (98%) were of a positive nature. The indication would seem to be that pre-registration was a useful part of the conference because it provided those who took advantage of it, a "welcomed relief" after some weary travel experiences to the conference. Participants also expressed pleasure in receiving materials to review prior to conference's start and being able to meet staff members prior to the opening session.

Item: Conference Schedule

A majority of the conferees' responses (98%) indicated that the schedule was essentially full and fast-paced. Conferees appeared

to have been pleased with the way activities moved even though it kept them moving.

Item: Conference Small Groups

Conferee responses (96%) revealed that there was much satisfaction with both the small group format and the content of small group sessions. This was supported by facilitator and staff observer post-conference comments.

Item: How to Evaluate Working Conference

All of the responses (100%) seemed to indicate that conferees would evaluate the conference based on what happened with respect to outcomes and post-conference follow-up. The feelings were that this would be in terms of what the conferees and the conference sponsors did after the conference ended.

Item: Small Group Process

In general, conferee responses (97%) indicated that the small group process was both a useful and effective method of facilitating discussion and plan development with respect to each small group's objectives. It should also be noted that facilitators played a key role in this process.

Item: Conferee Depiction of Conference Management

All 67 (100%) of the conferee responses to this item indicated that there was much satisfaction with respect to how the conference was managed. This was a gratifying revelation to facilitators and conference sponsors.

Item: Best Description of Conferees

A total of 19 items were offered for conferees to check. Responses

were recorded for all but two of the items. Of the responses recorded, 100% indicated a very positive feeling of conferees toward each other. This was further evidenced by staff observations of the cordiality, respect, sensitivity and understanding exhibited among conferees.

Item: Feelings About Being Selected As A Conferee

Based on positive responses of 100%, conferees were extremely pleased in being selected to attend the conference. This feeling was supported by the enthusiasm with which they accepted and carried out conference responsibilities.

Item: Feelings About Each Other of Conferees from Same State

Of the responses provided by conferees, 86% were descriptive of an overall satisfied feeling with respect to other conferees from the same state. This was especially interesting in that conferees from four of the six states had not met each other prior to the conference.

Item: Conferee Perceptions of How Well Conference Allowed for Programmatic Flexibility

It appears that on the average, 95% of conferee responses supported the feeling that the conference (1) allowed time for sufficient discussion, (2) allowed adequate opportunity for each participant to contribute to discussion and (3) demonstrated a willingness to pursue important topics (on part of conferees) although not on the agenda. Thus, conferees were very satisfied that issues of importance could be discussed which related to conference theme, but were not the main topic.

Item: Reaction to Conference Materials

Ninety-six percent (96%) of the responses provided indicated that conferees were very pleased with the quality and utility of conference materials. It appears that conferees envisioned that the materials would be useful not only during the conference but for post-conference efforts, also.

Item: Reaction to Conference

Conferees were asked to react to three particular aspects of the conference: (a) Priorities, (b) Goals, and (c) Objectives. Only 41% of the responses concerning priorities indicated that conferees felt satisfied with them. Approximately 93% of conferee responses indicated a most satisfied reaction to the conference goals. About 94% of conferee responses indicated that the conference objectives were of value. Overall, it appears that conferees reacted most favorably to conference priorities and objectives, but did not clearly understand the goals. Perhaps a better articulation can be made concerning this in the proceedings report.

Item: Evaluation of Concepts, Session Organization and Sequence

Conferees were asked to give an evaluative response with respect to three other aspects of the conference: (a) Concepts Chosen for Consideration, (b) Organization of Five Sessions, and (c) Sequence of Five Sessions. Responses were to be provided along one of three choices: strength, weakness, and no opinion. With regard to Conference Concepts, 92% responded that these were a strength (S). Concerning Session Organization, 88% considered this also to be a strength. On the third dimension--Session Sequence--92% felt that this was a conference strength. Therefore, it appears that conferees

perceived each of these aspects as strong parts of the conference which contributed to its overall perceived success.

Item: Indications of Other Topics Beside Those in Conference

Only one other topic was indicated by conferees as having been better than the ones provided. It was as follows: "More Information on Effective Parent Education Programs That Have Been Established." Otherwise, it would appear that the chosen conference topics were most worthwhile for conferees.

Item: Modifications of Working Conference

Conferees were asked to indicate what methods they might have made so that the conference would have been more useful to them. This section generated ten (10) responses. Briefly, they are as follows:

(1) similar working conference at local and state levels of appropriate persons

(2) local conferences of shorter duration but more meeting regularity in order to coordinate efforts and establish diffusion network

(3) possible sharing of conferee provided materials

(4) more time for sharing information about existing parent education programs

(5) present broader conceptual framework of parent education and then break into parts (subgroups)

(6) provide final session for developing conferees' plan of action

(7) provide training of small group leaders

(8) provide a session for all representatives of each state to meet individually

(9) shorten the evaluation forms

(10) provide a theoretical framework

PRIMO considers all of the suggested modifications as very useful. Although Modification 8 was provided, perhaps better planning for it should be done in the future.

Item: Topics for Possible Future PRIMO Conferences

Conferees offered a range of topics to be considered if future PRIMO conferences were to be held. These include the following:

(1) Methods of Implementing Conference Developed Strategies and Action Plans

(2) State Network Support Systems

(3) Linking Parenting Information and Action: State of The Art

(4) Refining Conference Plans of Action and Developing Implementation/Evaluation Processes

(5) Strategies for Implementing Action Plans, Impacting Broader Audience, Designing Legislation.

(6) Statewide Conferences Focusing on Network and Linking

(7) Analyzing Appropriateness of Parent Education Materials for Specific Populations

(8) Promoting Parent Education in Local Communities

(9) Examining Effectiveness of Parent Education Programs Utilizing SEDL Information

(10) Impacting Legislation

(11) Dealing with Teacher/Student Apathy

(12) Refining SEDL Plans and Activities

(13) Implementation and Follow-Up of Conference Outcomes

(14) Document Success of Conference Development Plans

(15) Refining the Where We Are, Where We Should Go and How to Get There Strategies Regarding: Conference Goals and Outcomes

(16) Modifying Human Behavior Regarding: Juvenile/Parent Delinquency

(17) Presentations on Different Parent Education Programs in SEDL Region

Item: Reactions to Workshop Leadership

Conferees were asked to provide responses regarding session facilitator competence in two areas: Knowledge, and Preparation regarding the conference. Eighty percent (80%) considered the facilitators very knowledgeable and very prepared. These reactions were further substantiated by such written comments as (1) kept group moving...(2) facilitated well, (3) excellent cooperation, (4) allowed sharing of diverse opinions, and (5) facilitated positively.

Item: Overall Reaction to Small Group Sessions

Nearly 89% of conferee responses indicated that there was a most favorable opinion regarding feelings about small group sessions. Given the fairly tight structure of the conference, this was a very positive appraisal.

Item: Thoughts About The Speaker

Based on conferee responses, there was an overwhelming (99%) feeling of great satisfaction with respect to the keynote speaker. This reinforces the opinion of staff observers who also considered this as a highlight of the conference.

Item: Opinions of Other Conferees Met

Conferees were asked to indicate what other people they met at the conference were like. Overall, conferee response appears to reveal that there was a very high regard for the perceived character and capability of other persons met during conference. This tends to speak well of the person(s)/agency(s) which chose the participants.

Item: General Perceptions of Facilitators

In general, it seems that conferees perceived conference facilitators in a very positive manner. Nearly 96% of the conferee responses were categorized as being favorable characterizations on facilitators. This would appear to indicate how well facilitators interacted with conferees and conducted small group sessions.

Item: Perceptions of PRIMO Staff Observers

Conferee responses unanimously (100%) indicated that staff observers were characterized as being a most important part of conference process. This evidence is a tribute to the both professional and effective way in which staff observers performed their roles.

Item: Continuation of Aspects of Working Conference Format

Participants were asked to provide opinions about continuation of four (4) aspects of the conference with regard to the working part

of the conference, 48% responded it should be maintained on an occasional basis, 48% indicated it should be expanded, and 4% (1) said drop it; concerning conferee attendance if they had to do it all over again, 100% indicated that they would; 96% indicated that such an effort was needed in their states; and 52% stated that they would pay to attend such working conference (statewide). Overall, it appears that strong feelings existed with respect to format of conference, attending again and need within each state. A moderate positive indication was made with respect to bearing one's own expenses to attend such conferences. This tends to support the notion that the conference indeed had a positive effect on conferees.

Item: Preference Other Than Working Conference Format

Conferees were asked to suggest other formats for a conference if they had reservations about the working conference format. Only two slightly different ideas were indicated: (1) having some type of a "fair" or display featuring materials, resource persons and information, (2) re-emphasizing and refocusing goals and objectives throughout the conference.

Item: Ideas/Suggestions to Improve PRIMO Conference Performance

Conferees listed several ideas to be considered in improving the performance of conference sponsor. These included:

(1) Expand to more states

(2) Employ management consultant to train facilitators and group leaders

(3) Keep in touch with conference advisors

(4) Stronger/broader advertizement of conference

(5) Gather participants based on variety of types of parent education programs and group together during conference

(6) Make information available to each state in region

Item: Opinions About Manner in Which Conference Was Convened

Conferees were provided a list of three terms to choose from as indicators of their opinions concerning how the conference was convened. The response indicated that 100% of the conferees had high positive opinions about how the conference was convened. PRIMO staff were most pleased with these findings.

Item: Possible Next Steps

This item requested that conferees indicate what they envisioned as next steps once the conference had ended. All together, 10 sub-items were offered to be checked. Conferee congruence with the various items ranged from 48% to 84%. It would appear that at least one-half or more of the conferees supported each of the listed next steps upon the conference's completion.

Item: Conferee Desires for "Less of" with Respect to Conference

Conferees were asked to indicate which of 11 items they wished there had been less of during the conference. About 40% responded to the item "rain and cold," while 16% responded to "smoking." In terms of agenda items, 8% checked this. It would appear that the more objectionable aspects of the conference, according to conferee indications, were items basically beyond the control of the conference. Of special note is that a 4% (1) response was

given to each of these items: griping, men, work, evaluation pages, meeting time and structure. So, while none of these were overwhelmingly deemed desiring less of by participants, it is an indication of a range of items which PRIMO should consider improving in future efforts, if possible.

Item: Conferee Desires for "More of" with Respect to Conference

It was requested that conferees indicate which of 10 items listed that they wished there had been more of. Ten indicated "time to explore the city;" there were eight responses each for "time," and "pre-information on what to do;" a total of nine responses were recorded for "conferences like this." Seven responses were for "parents present," four for "socializing" and five for "time for discussion." These varied responses to wishes for "more of" tend to indicate overall satisfaction with the conference with the exceptions possibly being formal/informal interaction time and more pre-conference information.

Item: Demographic Information

A summary of the demographic information from conferees revealed that 80% of the participants were female with 20% being male. Approximately 87% of participants were between 30 and 55 years old, with all being over 30 and about 13% being over 55. At least five (5) of the six (6) states had three or more participants, with Mississippi having the least (2) and New Mexico the most (5).

In summary, the results from Evaluation Form--Part B indicated the following:

(1) Conferees apparently felt that the small group sessions which dealt with identifying key factors or aspects of their focal area and then developing a plan of action for their focal area were the most useful activities. Conferees overwhelmingly indicated that the conference has useful, far-reaching benefits and was much needed.

(2) With respect to conference communication, reimbursement procedures, details, pre-conference information, pre-registration, scheduling, format, management, feelings about other conferees, feelings about being selected as a conferee, conference flexibility and conference materials, 95% or more of the conferees indicated very positive feelings about these matters.

(3) While conferees expressed some dissatisfaction with regard to the conference's priorities, a clear majority (93%+) reacted favorably to the goal and objectives. Conferees were also pleased with the range of focus areas. The only other topic area suggested as being important dealt with information on effective PEPs that have been successful.

(4) Conferees indicated several ways in which the conference could be even more useful to them:

. similar local/state conferences

. shorter local conferences that meet regularly

. further sharing of conference materials and PEP information

. broadened discussion of parent education

. longer session for plan of action development

. small group leader training

. build in session for state representatives

. present more concise theoretical framework

. shorten evaluation forms

(5) Further evidence that the conference stimulated thoughts about efforts regarding the improvement of parent education, was demonstrated by conferee suggestions of seventeen (17) topics for consideration at future such conferences or meetings.

(6) Conferees overall indicated a very positive feeling about the keynote speaker, conference facilitators, staff observers, working conference format and a high regard for other conferees the met.

(7) Five (5) specific suggestions were offered by conferees in terms of improving the performance of the conference sponsor:

. expand to more states

. more training for facilitators and group leaders

. constant contact with conference advisors/consultants

. broader conference advertisement

. include more variety of PEP persons

(8) In terms of recommended "next steps," conferees indicated the strongest favorable opinions toward the following:

. review the draft plans and begin to take facilitative actions (76%)

. begin to implement draft plans (56%)

. conferees share conference findings with relevant people in their states (72%)

. conferees continue lines of communication with Project PRIMO (84%)

. provide information with respect to conference outcome to public (64%)

V. SUMMARY DISCUSSION AND RECOMMENDATIONS

The Parenting Resources Implementation Model (PRIMO) of the Southwest Educational Development Laboratory (SEDL) held a conference entitled "Ways of Maximizing Parent Education Program Linkages" on November 16-17, 1978 at SEDL in Austin, Texa. The goal of this conference was to bring together persons who were associated with parent education programs for the purpose of discussing, proposing, and developing a set of specifications for a plan of action designed to increase communication and information exchange among and between parent education programs (PEP's) in the SEDL six-state region. A total of 25 persons from the region attended the working conference, and participants were divided into four groups and assigned specific tasks/activities to complete which were related to the overall goal.

The conferees identified existing parent education program linkages and networks, efforts for increasing PEP linkages and networks, various PEP linkage agents, and the range of diversity among PEP's. Lists of problems associated with these areas, sets of strategies designed to help resolve these problems, and ways of evaluating each of the strategies were compiled. Each group offered a draft plan of action designed to improve parent education networks/linkages. These plans provide the basis for developing action steps which could increase the effectiveness of PEP networks and linkages.

The conference was deemed a success as it stimulated a set of plans regarding PEP networks and linkages, identified key PEP persons in each state of the region to assist with such improvement, and established the framework from which effective action could be taken.

As a result of conference actions and outcomes, it is recommended that exploratory efforts be undertaken to determine how best to provide key state level persons in the SEDL region with networking and linkaging technical assistance as a means of enhancing the delivery of parent education services to clients.

Several specific activities to carry out this objective are as follows:

a. identification of additional key PEP persons in each of six-states in SEDL region;

b. selection of key state PEP to assist with developing expanded networks and linkages;

c. development of plan for working with state person re: information about existing methods involving parent eduation networks and linkages;

d. gather specific PEP network/linkage information from key state persons;

e. synthesize information and prepare written report on information gathered;

f. prepare draft of plan to work with states toward increasing and/or organizing effective parent education networks and linkages.

Upon completion of activities associated with this recommendation, the Southwest Parent Education Resource Center will be in a position to serve as the lead catalytic agent with respect to improving networks and linkages between/among parent education providers in the SEDL region and the nation!

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November 16-17, 1978

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KEYNOTE SPEAKER

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GLOSSARY OF WORKING DEFINITIONS
for
PRIMO Conference

The following working definitions are provided as a guide to terms which shall be used during the PRIMO Conference.

1. Parent Education: those activities which are used as educational techniques to effect changes in the parent role performance of individuals.
2. Parent Education Programs (PEPs): those programs which have planned, developed and implemented activities involving educational techniques that range from single, one-shot efforts to complex, long term efforts in order to effect changes in the parenting performance of individuals.
3. Networks: formal and informal methods employed by persons to communicate with each other concerning areas of common interest, need and concern.
4. Linkages: a system of methods used to connect or unite groups, organizations, agencies, institutions, etc., both between and among themselves.
5. Linking Agents: individuals who help others involved with problem-solving by connecting them to the appropriate resources to help solve those problems.
6. Linking Agent Roles:
   a. product peddler
   b. information linker
   c. program facilitator
   d. process enabler

e. provocateur/doer

f. resource arranger

g. technical assister

h. action researcher/data feedbacker

i. educateur/capacity builder

7. Group Foci: this refers to the focus areas (four in all) for each of the Conference subgroups.

8. Diversity of Parent Education Programs: this refers to the variety or range of activities, efforts, programs, etc., which exist for the purpose of providing some kind of parent education.

9. Specifications: statements which describe particular ways to plan, carry out and assess the effectiveness of agreed upon activities.

A WORKING CONFERENCE

Sponsored by the
Parenting Resources Implementation Model (PRIMO) Project
Division of Community and Family Education (DCAFE)
Southwest Educational Development Laboratory (SEDL)
Austin, Texas

THEME: "WAYS OF MAXIMIZING PARENT EDUCATION PROGRAM LINKAGES"

GOAL: To conceptualize and draft a set of specifications for a plan of action designed to increase linkages between parent education programs (PEPs) in the SEDL region.

OBJECTIVES:

1. Identification - Conference participants shall identify
   a. known parent education program (PEP) networks
   b. known efforts for increasing PEP linkages
   c. known PEP linkage agents, and
   d. the different kinds of PEPs.
2. Problems - Conference participants shall develop lists of problems associated with each of the four areas (a-d) as stated in Objective 1.
3. Strategies - Conference participants shall create sets of strategies designed to help resolve the problems identified in each of the four lists developed with respect to Objective 2.
4. Evaluation - Conference participants shall propose, then list ways of evaluating each of the four sets of strategies created with respect to Objective 3.
5. Specification for Plan - Conference participants shall propose, then draft a written set of specifications designed to help maximize the effectiveness of PEPs through building an increased set of linkages between PEPs.

DATE: November 16-17, 1978

PLACE: Southwest Educational Development Laboratory
211 East Seventh Street
Austin, Texas 78701
(512) 476-6861, Ext. 310

AGENDA

November 16, 1978 (Fifth Floor Conference Room)

8:30 - 9:00 a.m.	Registration, Coffee, Juice, Doughnuts
9:00 - 9:10	Opening Remarks: DR. DAVID L. WILLIAMS, JR. Director, Division of Community and Family Education and Project PRIMO
9:10 - 9:15	Greetings: MS. MAURICE FRASIER Director of Personnel Division, SEDL
9:15 - 9:30	Introduction of Conferees and PRIMO/SEDL Staff: DR. WILLIAMS
9:30 - 9:45	Conference Particulars: MS. JUDY MELVIN Administrative Assistant, Division of Community and Family Education
9:45 - 9:50	Introduction of Guest Speaker: MS. CORA BRIGGS Trainer, Project PRIMO
9:50 - 10:20	Opening Address: THE HONORABLE WILHELMINA DELCO Texas State Representative, District 37-D
10:20 - 10:30	Response, Questions and Answers: DR. KAY SUTHERLAND Research Associate, Project PRIMO
10:30 - 10:45	Break
10:45 - 11:45	Small Group Work Sessions for Question One

Groups will spend 10-15 minutes getting organized, i.e., choose leader, spokesperson and recorder; then use the remainder of the time for dealing with Question One.

Group One: "Existing PEP Networks" (Meet in Parenting Materials Information Center (PMIC) Fourth Floor)

Sue Bisby - Oklahoma
Nettie Whitehead - Arkansas
Laura Ashkenaze - Texas
Abel McBride (Dr.) - New Mexico
William Simon - Louisiana
Mary Manning - Texas
Martha Smith (Dr.), Facilitator - SEDL
Cora Briggs, PRIMO Project

Group Two: "Increasing PEP Networks" (Meet in Third Floor Media Preview Room)

Betty McGrew - Oklahoma
Mary Bryant - Arkansas
Hattie Mae White - Texas
Kathryn Pate - Mississippi
Vita Saavedra - New Mexico
George Clement - Louisiana
Theresa Escobedo (Dr.), Facilitator - University of Texas
Janci Gettys, PRIMO Project

Group Three: "Linking Agents" (Meet in Second Floor Training Room)

Elizabeth Smith - Arkansas
Pat Black - Texas
Ida Ballard - Mississippi
Georgia Cunico - New Mexico
Delores Ray - Louisiana
Jack Craddock - Oklahoma
Glen French (Dr.), Facilitator - Texas Education Agency
Juan Vasquez, PRIMO Project

Group Four: "Diversity in PEPs" (Meet in Second Floor Hindsman Conference Room)

Ramona Emmons - Oklahoma
Jean Robinson - Arkansas
Edna Tamayo - Texas
Charlotte Harrison - Mississippi
Carolyn Gaston - New Mexico
Elizabeth Arnold - Louisiana
James A. Johnson, Jr. (Dr.), Facilitator - NOVA University
Ft. Lauderdale, Florida
Kay Sutherland (Dr.), PRIMO Project

11:45 - 1:00 Lunch (On your own)

1:00 - 2:15 Small Group Work Sessions for Question Two (Groups will reconvene in same rooms for morning session)

2:20 - 2:45 Reconvene in Fifth Floor Conference Room: Receive Feedback on Each Group's Progress to Date in Dealing with Questions One and Two

Discussion Leader: MR. JUAN VASQUEZ, Trainer, PRIMO Project

2:45 - 2:50 Break

2:50 - 3:35 Small Group Work Sessions for Question Three

3:35 - 3:50	Reconvene Fifth Floor Conference Room: Fill Out Conference Evaluation Form Part A: DR. MARY LOU SERAFINE, Conference Evaluator, University of Texas
3:50 - 4:00	Next Day Planning and Social Hour Particulars: MS. JANCI GETTYS, Resource Referral Specialist, PRIMO Project
4:00	Conference Ends for the Day
4:00 - 5:00	Conference Participants' Tour of SEDL Group One - Josie Suniga Group Two - Cindy Maxwell Group Three - Rachel Ortiz Group Four - Mary Ann Ayers
5:45 SHARP	Pick Up for Conferees Who Desire Transportation to the Social Hour (Seventh Street Side of Driskill Hotel)
6:00 - 7:30	Conference Social Hour (See separate sheet for particulars) Return Transportation for Conferees to the Driskill Hotel will be Provided

November 17, 1978 (Fifth Floor Conference Room)

8:30 - 8:45	Coffee, Juice, Doughnuts
8:45 - 9:00	Conference Particulars: Williams and Melvin
9:00 - 9:45	Small Group Work Sessions for Question Three, Continued
9:45 - 10:45	Small Group Work Sessions for Question Four
10:45 - 11:00	Break
11:00 - 11:20	Reconvene (Fifth Floor Conference Room): Briefly Discuss Small Group Responses to Questions Three and Four
11:20 - 1:30	Working Lunch and Small Group Work Sessions for Question Five (Lunch Provided)
1:30 - 2:30	Reconvene (Fifth Floor Conference Room): Presentation of Group Reports on Responses to Question Five. Submit Specification Plans to PRIMO Staff. Discussion Leaders: Vasquez and Williams

2:30 - 2:45	Complete Conference Evaluation Form Part B: Sutherland
2:45 - 3:00	Conference Wrap-Up: Williams
3:00 SHARP	Adjournment

PRIMO PARENT EDUCATION CONFERENCE EVALUATION FORM - Part A

(Con) 1. The conferees are...

(Con) 2. Selecting me, as opposed to someone else, as a conferee was...

(Com) 3. Communication between me and the conference sponsor was...

(Pro) 4. The reimbursement of expenses procedure is...

(Pro) 5. Follow-up and attention to detail on the part of the conference sponsor was...

(Dis) 6. My trip here was...

(Pro) 7. Preliminary information provided by the conference sponsor was...

(Pro) 8. Pre-registration was...

(Mat) 9. The registration materials were...

(Cur) 10. The conference agenda is...

(Pro) 11. The conference schedule is...

(Meth) 12. The manner in which the conference was convened was...

(Q) 13. The speaker was...

(Pro) 14. The small group sessions are...

(Q) 15. The quality of discussion in the small groups is...

(Cur) 16. The conference objectives are...

(Cur) 17. The priorities are...

(O) 18. I wish there was less...

(O) 19. I wish there was more...

(O) 20. The resources required to convene this conference were...

(Pro) 21. The allocation of those resources were...

(Pro) 22. The criteria by which this conference should be judged are...

(Pro) 23. The activities that should be compared against these criteria are...

(Q) 24. The people that I met here are...

(Q) 25. The facilitator is...

(Q) 26. The staff observers are...

(Pro) 27. The utilization of time is...

(Pro) 28. Process in the small groups is...

(Con) 29. I feel that other conferees from my state are...

(Cur) 30. The goals of the conference are...

(O) 31. Attaining the conference objectives is...

(N) 32. The need for this conference is...

(O) 33. The benefits of this conference are...

(O) 34. Some unintended effects of this conference are...

(Meth) 35. After the conference is over the next steps should be...

(Mat) 36. The conference materials are...

(Pro) 37. The management of the conference is...

PRIMO PARENT EDUCATION CONFERENCE EVALUATION FORM - Part B

1. The working conference was divided into five small group work sessions:

   I: Identification

   II: Problems

   III: Strategies

   IV: Evaluations

   V: Specifications for the plan

   a. How would you appraise the usefulness of each of these sessions?

	Great Value	Moderate Value	Little Value
I: Identification			
II: Problems			
III: Strategies			
IV: Evaluations			
V: Specifications for the plan			

   b. How would you rank these sessions in terms of their relative value to you (use 1 for most and 5 for least valuable)

   1._____ 2._____ 3._____ 4._____ 5._____

   c. Why do you feel that your first-ranked work session was more valuable than the others?

2. The need for this working conference was:

___overwhelming

___great

___a high priority

___evident

___primarily to get people from diverse backgrounds

___about 9.5 on a 10 point scale

___unquestionable

___dire

___urgent

___plain

___other, please explain:_____

78

3. The benefits of this conference are:

___to be shared with others

___far reaching, if a sound program is developed

___invaluable

___long range plans

___many

___useful

___networks

___problematic

___making contacts

___obtaining information

___unclear

___getting to know others

___other, please explain:_____

4. Some unintended effects may be:

___gaining weight

___developing new friendships

___establishing new goals

___strengthening communications around state leaders

___knowing about other projects

___hotel inconveniences

___other, please explain:_____

5. What about process? How would you describe communication between you and the conference sponsor?

___excellent

___good

___fair

___adequate

___poor

___other, please explain:_____

6. How about the reimbursement procedure?

___well explained

___clear

___simplified

___necessary

___efficient

___well organized

___good if it works

___other, please explain:_____

7. How would you describe the conference sponsor's attention to detail?

___very good

___good

___excellent

___fair

___adequate

___poor

___other, please explain:_____

80

8. How would you describe the preliminary information provided by the sponsor?

___adequate

___fair

___inadequate

___very good

___sufficient, but limited

___a bit sketchy

___explicit

___informative

___not very explanatory

___other, please explain:_____

9. How was preregistration?

___organized

___not too time consuming

___quick, clear and efficient

___I could not find the desk

___smooth

___fast

___nil

___easy

___simple

___other, please explain:_____

10. How do you feel about the conference schedule?

___excellent

___packed

___stringent

___like a built-in compactor

___non-time wasting

___full

___tight

___moves along

___other, please explain:_____

11. How about the small groups?

___good working group

___stimulating

___frenzied

___interesting

___too structured

___practical

___not very helpful

___other, please explain:_____

12. How would you evaluate this working conference?

___model or strategies developed

___what happens when it's over

___the network diffusion set-up that comes forth

___whether you help us establish linkages in our state

___apparent from the objectives

___how we act when we return to our responsibilities

___other, please explain:_____

13. What did you think of the process in the small groups?

___working well

___over encouraged to contribute

___stimulating

___exhausting

___rewarding

___efficient

___informative

___good interactions

___acceptable

___encouraging

___we went over things too many times

___other, please explain:_____

14. In general, how would you depict the management of the conference?

___good
___excellent
___punctual
___perfect
___very good
___very well put together
___efficient
___effective
___well done
___well organized
___well planned
___smooth
___other, please explain:_____

15. What about the conferees? Please check the items that you see as best descriptors of them.

___qualified
___colorful
___worth it
___knowledgeable
___learned
___varied and diversified
___interesting
___alert
___stimulating
___other, please explain:_____

___neat
___interested
___okay
___super
___joyful
___intelligent
___outstanding
___informal
___working

16. Please check the items that best describe how you feel about being selected as a conferee.

___good
___fortunate
___a compliment
___excited
___an honor
___great
___my lucky day
___very nice
___other, please explain:_____

17. What about the other conferees from your state?

___knowledgable

___good representatives

___not sufficient representatives

___well qualified

___providing good impact

___looking for answers

___not well known to me

___other, please explain:_____

18. The working conference format, in theory, permits a great deal of programmatic flexibility. From your point of view, how well did the conferee sponsor accomplish the following:

a. Did the workshop allow for sufficient discussion?

___Yes ___No

b. Was there adequate opportunity for each participant to contribute to the discussion?

___Yes ___No

c. Was there a willingness to pursue important topics even though they were not on the agenda?

___Yes ___No

Any Comments:

19. Please check items that best describe your reaction to the conference materials.

___excellent
___good
___useful
___adequate
___helpful
___I will use them
___informative
___needed
___too sketchy
___welcome
___outstanding
___well organized
___well prepared
___other, please explain:_____

20. How do you react to the conference:

20a. Priorities?

___not identified
___extremely needed
___difficult to advice
___worthy
___set
___questionable
___in good order
___rewarding for parents
___established
___mixed, but understandable
___other, please explain:_____

20b. Goals?

___I am learning to understand linkage
___the goals are clear
___the goals are realistic
___worthwhile
___well stated
___not well known to me
___working

___well intended

___excellent

___vague

___plainly stated

___objectionable

___objective

___good

___unclear

___meaningful

___timely

___valid

___other, please explain:_____

20c. Objectives?

___clear

___realistic

___product oriented

___worthwhile

___well stated

___other, please explain:_____

21a. The PRIMO Working Conference can be evaluated on several other bases. Will you please indicate how you would evaluate the following characteristics of this Working Conference. Circle "S" if the statement represents a working conference strength; "W" if a working conference weakness; or "N" if you have no strong opinion either way.

1. The particular concepts chosen for working conference considerations:

S W N

2. The organization of the five sessions:

S W N

3. The sequence of the five sessions:

S W N

21b. If you did not feel the choice of the five group topics were worthwhile choices, what other topics would have been better?

21c. Can you suggest modifications that might have made this working conference useful to you?

21d. If PRIMO holds working conferences in the future, what topics ought to be discussed?

22. Your reactions toward the work session leadership are also needed.

a. In your opinion, how knowledgeable were the facilitators about the topics under discussion?

_____Very _____Somewhat _____Inadequately

b. How prepared were the facilitators in meeting their assignments?

_____Very _____Somewhat _____Inadequately

Any Comments:

23. In summary, which of the following statements comes closest to describing your overall reactions to your small group?

a. extremely valuable to me _____

b. somewhat valuable to me _____

c. no significant value to me _____

d. stimulating _____

e. frustrating _____

f. should be more specific _____

g. provocative _____

h. good for the amount of time available _____

i. good--but topics could be better _____

j. other: _____

24. What did you think about the speaker? Would you say that she was:

___great
___fantastic
___articulate
___interesting
___knowledgeable
___set a good tone
___educational
___narrow
___excellent
___informative
___outstanding
___stimulating
___dynamic
___powerful
___best part of conference
___other, please explain:_____

25. How about the people you met here? Were they:

___interesting
___intelligent
___conscience of human need
___dedicated
___well informed
___other, please explain:_____
___capable
___helpful
___diverse

26. We would be interested in your general perceptions of the facilitators. Would you say that your facilitator was:

___very good
___organized
___well educated
___knowledgeable
___acceptable
___highly motivated
___too structured
___skilled
___qualified
___cooperative
___excellent
___cool
___a little formal
___sexy
___well informed
___other, please explain:_____

27. Would you say that the staff observers were:

___a good resource
___helpful
___unknown
___well trained
___capable
___unobstrusive
___observant
___kept us on target
___other, please explain:_____

28. PRIMO needs advice as to whether or not to continue to use the working conference format as it seeks to establish needs in the area of Parent Education Advisory Programs.

a. On the basis of this conference, do you think that the working conference device ought to be:

___(1) expanded

___(2) maintained on an occasional basis

___(3) dropped

b. Would you attend this working conference if you had to do it all over again?

___Yes

___No

c. Are working conferences such as this needed in your State?

___Yes

___No

d. Would you pay to attend such working conferences?

___Yes

___No

29. If you have reservations about working conferences as a format, what format(s), if any, would you prefer?

30. Any further ideas or suggestions that might improve PRIMO's performance are solicited.

31. Do you have an opinion about the manner in which the working conference was convened? If so, check the term that comes closest.

_____ superior	_____ interesting
_____ friendly	_____ pleasant
_____ well-planned	_____ professional
_____ very good	_____ warm
_____ timely	_____ organized
_____ informative	_____ enlightening

Other: _____

32. What do you see as the next steps? Check the statement(s) with which you agree.

_____review conference report and attempt to facilitate

_____tie it all together

_____actions at home (PRIMO as a resource)

_____implementation

_____local and state meetings with similar goals

_____follow-up legislation

_____share what we learned with people at home

_____establish a diffusion network

_____continue to communicate with PRIMO

_____get information to the public

Other: _____

33. During these last two days, I wish there had been less:

_____ griping
_____ smoking
_____ men
_____ work
_____ rain and cold
_____ meeting time
_____ agenda items
_____ talk
_____ structure
_____ changes

Other: _____

34. I wish there had been more:

_____ men here
_____ conferences like this
_____ time
_____ pre-information on what we were to do
_____ good looking gals
_____ time for discussion
_____ socializing
_____ parents present
_____ time to explore the city

Other: _____

35. Below this line, several demographic items appear. If you find any item offensive or too personal, please ignore it and go on to the next item.

---

a. I am a: ___Female ___Male

b. My ethnicity is:_____

c. My age is: (check one)

____Over 55 ____Over 30

____Over 50 ____Over 25

____Over 45 ____Over 20

____Over 40 ____Over 15

____Over 35

d. I am from the State of:_____

e. I am a: (check one)

_____SDE Employee

_____Governor's Office/State Legislature

_____Parent Education Program Planner

_____Parent

_____Other, please explain:_____

f. My job title is:_____

g. In terms of education I finished: (check one)

_____Graduate School

_____College

_____Some Public School